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ABSTRACT

An evaluation of the California Student Opportunity and Access Program (Cal-SOAP) by the Postsecondary Education Commission is presented. The Cal-SOAP is a competitive-grants program designed to encourage cooperative, interinstitutional projects to increase the enrollment of low-income high school students in postsecondary institutions and to increase the number of low-income community college students who transfer to four-year institutions. Questions addressed by the evaluation are as follows: whether activities are implemented as planned, the number of students being served, whether the projects are adequately staffed and managed, the degree of progress that has been made toward achieving the stated objectives, and the cost of the program. The following five projects that were awarded grants for 1979-80 and 1980-81 are examined: Central Coast EOP/S Consortium (Project HELP, Santa Clara County); Educational Guidance Center Consortium (East Bay); San Diego County Cal-SOAP Consortium (San Diego County); Solano University and Community College Education Support Services (SUCCESS, Solano-Yolo County); and South Coast EOP/S Consortium (Orange County). During the developmental first year, almost all of the Cal-SOAP project activities have been implemented as proposed. The pilot projects are experimenting with strategies to reduce duplication in outreach efforts, to disseminate information, and to use college students as peer tutors/counselors with high school students. The text of the enabling legislation is appended. (SW)

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JANUARY 1981

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# THE CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM: AN INITIAL EVALUATION

HE023621

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

California Postsecondary
Education Commission

Resolution 4-81

Approving The California Student Opportunity and Access Program: An Initial Evaluation

WHEREAS, The California Student Opportunity and Access Program (Cal-SOAP) was established in 1978 through the passage of Assembly Bill 507 (Chapter 113, Statutes of 1978); and

WHEREAS, The Postsecondary Education Commission was directed to submit an initial evaluation of this program to the Legislature in January 1981; now, therefore, be it

RESOLVED, That the Commission approves the staff report entitled The California Student Opportunity and Access Program: An Initial Evaluation, and directs that it be transmitted to the Legislature.

Adopted
January 19, 1981

# THE CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM: AN INITIAL EVALUATION

The California Student Opportunity and Access Program (Cal-SOAP) was established in 1978 through the passage of Assembly Bill 507 (Chapter 113, Statutes of 1978). Cal-SOAP is a competitive-grants program designed to encourage cooperative, interinstitutional projects to increase (1) the enrollment of low-income high school students in postsecondary institutions, and (2) the number of low-income Community College students who transfer to four-year institutions.

The Legislature provided $250,000 in grant funds for each of the first two years of Cal-SOAP, and $267,500 is requested in the Student Aid Commission budget for 1981-82. In addition, a total of $30,000 over three years was allocated to the Student Aid Commission for program administration, and a total of $27,500 to the Postsecondary Education Commission for program evaluation. This report is the initial Commission evaluation of the Cal-SOAP project, with the final evaluation to be submitted to the Legislature by January 1983.

The primary purpose of this initial evaluation by the Postsecondary Education Commission is to provide the Legislature with an independent assessment of how extensively the legislation has been implemented and how much progress has been made toward achieving project goals. The basic questions to be addressed in this evaluation are:

1. Were the activities implemented as planned?
2. How many students are being served?
3. Are the projects adequately staffed and managed?
4. How much progress has been made toward achieving the stated objectives?
5. What is the program cost?

Since the projects were initiated in September 1979, and most are serving secondary school students on all grade levels, data are not yet available after only one year of operation to assess the impact of each project. The final Postsecondary Education Commission evaluation, due in January 1983, will provide this summative analysis, appraising the program's overall impact, and identifying those projects, or project components, which have been particularly successful.

## BACKGROUND

The general objectives of the Cal-SOAP program, as stated in the enabling legislation, (Appendix A) are:

1. To establish five interinstitutional pilot projects designed to increase accessibility of postsecondary education for low-income high school students and Community College students (upon completion of their Community College program) by:

   (a) providing information about postsecondary education opportunities for low-income students; and/or

   (b) raising the achievement levels of low-income students so as to expand the college eligibility pool.

2. To reduce unnecessary duplication in outreach efforts.

3. To utilize college students of similar income backgrounds to provide peer counseling and tutoring for low-income high school students.

The Student Aid Commission established a fifteen-member advisory committee for Cal-SOAP, as required by the enabling legislation, in the Fall of 1978. Grant proposals were solicited from inter-institutional consortia in the Spring of 1979. To be eligible for funding, the projects were expected to include at least three institutions, one of which was to be a Community College. The legislation also required that at least one project be established in a rural area, and that at least one involve an independent institution.

A reader panel, composed of Student Aid Commission staff and advisory committee members, convened in May of 1979 to select five projects for recommendation to the Student Aid Commission. The five projects and grant awards for 1979-80 and 1980-81, as approved by the Commission, are the following:

| | 1979-80 | 1980-81 |
|---|---|---|
| 1. Central Coast EOP/S Consortium (Project HELP) (Santa Clara County) | $51,000 | $41,400 |
| 2. Educational Guidance Center Consortium (East Bay) | $50,000 | $50,000 |
| 3. San Diego County Cal-SOAP Consortium (San Diego County) | $60,000 | $71,000 |
| 4. Solano University and Community College Education Support Services (SUCCESS) (Solano-Yolo County) | $47,000 | $43,800 |
| 5. South Coast EOP/S Consortium (Orange County) | $42,000 | $43,800 |

During this developmental first year, almost all of the Cal-SOAP project activities have been implemented as proposed, and definite progress has been made toward the long-range achievement of the program goals. (See Table 1 for summary information about the five projects.) The pilot projects are experimenting with strategies to reduce unnecessary duplication in outreach efforts, to develop interinstitutional information dissemination models, and to use college students as peer tutors and peer counselors with high school students. One of the most exciting developments is the comprehensive student information system being developed by the Cal-SOAP project in San Diego County. This interinstitutional information system facilitates the targeting of high school students with information appropriate to their academic and career choices, while also reducing classroom disruption, providing a more efficient recruitment focus for the colleges, and coordinating the efforts of students, parents, counselors and college outreach staff.

While the Cal-SOAP program has been generally successful, there also have been some failures. As should be expected with the initiation of any pilot project, some activities have been unsuccessful as a result of unanticipated problems. Moreover, some of the weaknesses in the initial project activities may be attributed to the delay in funding allocations from the Student Aid Commission. It should be anticipated, however, that each of the projects will continue to improve throughout 1980-81 with the aid of a continuing evaluation and monitoring process. The Cal-SOAP Advisory Committee recommended in November 1980, that the Student Aid Commission award grants for 1981-82 through a competitive proposal review process, and thereby solicit proposals from other existing or potential interinstitutional consortia, as well as from the five existing projects. This competitive process will help to ensure that the available funds are being utilized by the most effective projects.

CENTRAL COAST EOP/S CONSORTIUM (PROJECT HELP)

The availability of Cal-SOAP funding enabled the existing Central Coast EOP/S Consortium to establish a project designed to provide motivational and academic assistance to low-income students attending selected high schools in Santa Clara County. This project, titled the Higher Education Learning Project (Project HELP), was designed to provide tutoring, learning/study skills classes, career exploration workshops, college residential experiences, and campus tours for students attending Independence High School, San Jose High School and Peterson High School. These same services were provided to clients through the Youth Career Action Program, a community agency working with drop-out students in Santa Clara. The project also intended to provide to Community College students workshops on

TABLE 1

THE CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM
1979-80

| PROJECT NAME | Central Coast EOP/S Consortium (Project HELP) | Educational Guidance Center Consortium | San Diego County Cal-SOAP Consortium | Solano University and Community College Education Support Services (SUCCESS) | South Coast EOP/S Consortium |
|---|---|---|---|---|---|
| MEMBER INSTITUTIONS: POSTSECONDARY | University of California, Santa Cruz<br>San Jose State University<br>Santa Clara University<br>Evergreen Valley Community College<br>San Jose City College<br>Mission College | University of California, Berkeley<br>Mills College<br>Peralta College District<br>Contra Costa College | University of California, San Diego<br>San Diego State University<br>Point Loma College<br>United States International University<br>6-Community Colleges<br>University of California (Systemwide) | University of California, Davis<br>Sonoma State University<br>Solano Community College | University of California, Irvine<br>California State University, Long Beach<br>Orange Coast College<br>Cerritos Community College |
| MEMBER INSTITUTIONS: SECONDARY | Independence High School<br>San Jose High School<br>Peterson High School<br>Youth Career Action Program | St. Elizabeth's High School<br>Bishop O'Dowd High School<br>St. Mary's High School<br>Notre Dame High School<br>Berkeley Unified School District<br>Richmond Unified School District | San Diego Unified School District | Vallejo Unified School District<br>Fairfield-Suisun Unified School District<br>Vacaville Unified School District<br>Winters Joint Unified School District<br>Benicia Unified School District | Pioneer High School<br>Estancia High School<br>Costa Mesa High School<br>Artesia High School |
| PRIMARY PROJECT GOAL | Raise the achievement level of low-income students through motivational and academic assistance | Raise the achievement level of low-income students through academic support programs such as tutoring | Develop a cost-effective system that coordinates and disseminates information to target students about postsecondary opportunities | Raise the achievement level of low-income high school students through academic support programs such as tutorial assistance | Raise the achievement level of low-income high school students through academic support programs such as tutorial assistance |
| SERVICES PROVIDED | Tutoring and learning skills<br>On-campus living experience<br>Career seminars<br>Campus tours<br>Transfer workshop | Tutorial and study skills<br>Decision-making workshops<br>Cultural events and field trips | Comprehensive student information system<br>Peer and cross-age counseling<br>College information hot-line | Tutorial and study skills<br>Campus visitations<br>On-campus living experience | Tutorial and study skills<br>On-campus living experience<br>Comprehensive information guide |

TABLE 1 (Continued)

| PROJECT NAME | Central Coast EOP/S Consortium (Project HELP) | Educational Guidance Center Consortium | San Diego County Cal-SOAP Consortium | Solano University and Community College Education Support Services (SUCCESS) | South Coast EOP/S Consortium |
|---|---|---|---|---|---|
| LOCATION OF ADMINISTRATIVE OFFICES | Santa Clara County Office of Education | Stiles Hall-University YMCA | San Diego Unified School District's Guidance Center | Vacaville Unified School District | California State University, Long Beach |
| PROJECT GRANT | $51,000 (1979-80)<br>$41,400 (1980-81) | $50,000 (1979-80)<br>$50,000 (1980-81) | $60,000 (1979-80)<br>$71,000 (1980-81) | $47,000 (1979-80)<br>$43,800 (1980-81) | $42,000 (1979-80)<br>$43,800 (1980-81) |
| TOTAL PROJECT BUDGET (including 1979-80 matching funds) | $104,750 (budgeted)<br>$ 76,105 (expended) | $104,750 (budgeted)<br>$ 67,294 (expended) | $169,626 (budgeted)<br>$154,413 (expended) | $116,609 (budgeted)<br>$ 76,878 (expended) | $88,500 (budgeted)<br>$75,336 (expended) |

problems confronting transfer students, EOP/S orientation sessions, career exploration seminars, and peer advising sessions.

The primary goals and project activities, as proposed by the Consortium in September 1979, are shown on the following page.

During academic year 1979-80, Project HELP had a staff consisting of a project director and a secretary. The project director began his work in September 1979, and resigned six months later. First, the Project's Advisory Committee, and then an interim director, served in an acting capacity until the end of the fiscal year. The current project director, hired in August 1980, has as major duties and responsibilities the development, supervision, and coordination of project and school site personnel and activities.

There were seven basic components to Project HELP: tutorial support, learning skills classes, career exploration workshops, residential program, Community College transfer workshops, college admission test seminars, and campus tours. However, since the project changed administration three times during the academic year, and the final report was prepared by an individual who became director after the completion of all of the yearly activities, complete and consistent records were not kept, making it difficult to determine precisely how many clients were served by each of the components.

During the academic year 1979-80, 140 high school students and 69 Community College students were served by the program. In addition, 76 low-income college students worked as tutors and advisors. The criteria used to select the students were (1) low-income, (2) ethnic minority, and (3) either a sophomore or junior in high school or a first- or second-year student in a Community College. (See Table 2 for available data concerning ethnicity and sex composition.) The following observations can be made about the project activities during 1979-80:

1. While the project activity to provide tutorial support to high school students served more than 100 clients, it also experienced difficulties because of problems in identifying and recruiting qualified tutors. In addition, the project left Peterson High School in March because of the weak working relationship between project staff and the school's administrators.

2. Learning skills classes were presented at San Jose and Independence High Schools during the Spring semester. However, the similar classes at Peterson High School and the Youth Career Action Program were cancelled after two months because of low student turnout.

| Goals | Activities |
|---|---|
| 1. To raise achievement levels of low-income high school students | Low-income high school students receive individual tutoring from college students<br><br>Learning and study skills classes are provided by Consortium outreach staff<br><br>Seminar on how to improve scores on college admissions tests are provided by College Board staff<br><br>Students participate in five-day residential program at UC Santa Cruz wherein an introductory college-level core curriculum is provided |
| 2. To provide information about postsecondary opportunities to low-income high school students | Tours of each Consortium campus participating in HELP project are provided<br><br>EOP orientation sessions are conducted by outreach staff<br><br>Career exploration seminars with representatives of business and industry are coordinated by the Santa Clara County Chapter of the National Alliance of Business<br><br>Discussions of career opportunities are provided by faculty |
| 3. To assist low-income Community College students in transferring to four-year colleges | Students participate in weekend residential program at UC Santa Cruz wherein an introductory upper-division core curriculum is provided<br><br>EOP orientation sessions are conducted<br><br>Career exploration seminars are provided<br><br>Peer advisement from undergraduate and graduate residential advisors are provided during residential programs |
| 4. To utilize college students of similar income backgrounds to provide peer advisement and tutoring for low-income high school students | Low-income college students are hired, trained and assigned to tutor high school students<br><br>Low-income college students are hired, trained and employed as peer advisors during residential program |
| 5. To increase cooperation between secondary and postsecondary education communities, and thereby, avoid unnecessary duplication in outreach efforts | Consortium participants meet periodically to discuss the development of the HELP project<br><br>Consortium participants exchange information on college admission procedures, requirements, etc.<br><br>Consortium participants coordinate outreach visitations and campus tours to participating high schools |

TABLE 2

PROJECT HELP:
ETHNIC COMPOSITION OF HIGH SCHOOL
STUDENTS SERVED IN FALL SEMESTER 1979

| Ethnicity | Number | Percent |
|---|---|---|
| Hispanic/Chicano | 94 | 74% |
| Black | 15 | 12 |
| Asian/Pacific Islander | 7 | 6 |
| American Indian | 0 | 0 |
| White | 10 | 8 |
| Other | 0 | 0 |
| Total | 126 | 100% |

ETHNIC AND SEX COMPOSITION OF COLLEGE
STUDENTS SERVED DURING 1979-80

| Ethnicity | Number | Percent |
|---|---|---|
| Hispanic/Chicano | 75 | 52.0% |
| Black | 28 | 19.0 |
| Asian/Pacific Islander | 13 | 9.0 |
| American Indian | 0 | 0 |
| White | 21 | 14.5 |
| Other | 8 | 5.5 |
| Total | 145 | 100.0% |

| Sex | Number | Percent |
|---|---|---|
| Male | 69 | 48.0% |
| Female | 76 | 52.0 |
| Total | 145 | 100.0% |

3. One career exploration workshop was held at Independence High School, while the college admission test seminars were not held.

4. The Community College transfer workshops were originally scheduled for October and November 1979. However, due to the late start of the project, they were postponed to a single day-long workshop in April 1980, with representatives from 11 Community Colleges and 4 four-year institutions participating in the workshop.

5. The campus tours did not occur. As a replacement, college information days were scheduled during which recruiters from the various participating colleges spoke to the high school students and answered their questions regarding college.

6. The residential programs scheduled to begin in January 1980, were rescheduled for April and May due to the lack of dormitory space available during the Winter quarter at the University of California at Santa Cruz. The residential experience for high school students was designed to consist of a campus tour, dormitory residence, writing tutorials, as well as workshops in study skills, math exploration, music, and college entrance requirements. While 25 students from one high school did participate, subsequent programs were cancelled, after problems arose during the second residential session. A one-day residential experience for Community College transfer students included representatives from the State University and the University of California discussing financial aid and admissions requirements for the four-year institutions.

During academic year 1979-80, Project HELP did not achieve all of the goals it established for itself. Many of the components of the project were not implemented as proposed. The project experienced several changes in project management during the year, which may account for the lack of continuity in the delivery of services. (The projected and actual activities for 1979-1980 are summarized on Table 3.) The data are not yet available to assess the impact of those services provided by the project.

TABLE 3

PROJECT HELP - CAL-SOAP ACTIVITIES
PROJECTED AND ACTUAL

| Activity | Projected | Actual |
|---|---|---|
| Low-income high school students receive individual tutoring | 200 students | 140 students |
| A five-day residential program at UC Santa Cruz | 163 students | 25 students |
| Learning and study skills classes | Classes provided at 3 high schools and one community educational agency | Classes provided at 3 high schools and 1 community agency |
| Seminars on how to improve scores on college admissions tests | Seminars provided at 3 high schools and one community educational agency | None |
| Tour of each Consortium campus | Tours of 6 campuses | Tour of 1 campus |
| Career exploration workshops to discuss career opportunities with faculty | Workshops provided at 3 high schools and one community educational agency | A workshop provided at one high school |
| Community College students participate in a weekend residential program at UC Santa Cruz wherein an introductory upper-division core curriculum is provided | 40 students | A 1-day residential program was held, serving 37 students |

EDUCATIONAL GUIDANCE CENTER CONSORTIUM

The Educational Guidance Center was established in 1969 as a Talent Search project in Berkeley through funding provided by the federal government. The availability of Cal-SOAP funds enabled the existing

project to expand its informational/motivational services and to add an intensive tutorial and personal counseling component. This 16-member Consortium includes representatives from Stiles Hall-University YMCA, the University of California at Berkeley, Mills College, four Community Colleges, Richmond Unified School District, and eight high schools. Since the Consortium representatives met only once during 1979-80, it is clear that the administrative responsibility for the project rests with the director of the Educational Guidance Center. The project offices are located in Berkeley at the Stiles Hall-University YMCA.

The primary purpose of the Educational Guidance Center, as a Talent Search project, has been the placement of low-income youth into postsecondary educational institutions. The addition of the Cal-SOAP component enabled the development of a tutorial program providing academic assistance, study skills, decision-making workshops, cultural events, and field trips. The primary goals and project activities, as proposed by the Consortium in September 1979, are shown on the following page.

The project staff for the EGC Consortium includes a project coordinator, a tutorial coordinator and several college work-study students who work either as college advisor aides or as tutors. Staff members for the project have worked previously with the Educational Guidance Center, and during 1979-80 the staff from both projects worked together on most activities.

It is difficult to identify all of the clients served by the Cal-SOAP project, as distinct from those served totally by the Talent Search project. The college advising component of the Cal-SOAP project, for example, was an expansion of the existing program. Through funding provided by the project's grant, college advising components were established at four parochial schools (St. Elizabeth's, Notre Dame, St. Mary's, and Bishop O'Dowd High Schools), serving 87 students during 1979-80. In addition, work-study students were added to the staff at an outreach office in East Oakland to provide college and career advising to non-students. A "Saturday College" was established to provide tutorial assistance for 80 students during 1979-80. During the tutorial sessions the students received assistance in math, science, and English, working either on their regular school homework or on special assignments made by tutors. Special activities designed to enhance decision-making and learning skills were also provided during the Saturday sessions. Field trips were also provided for the students, with visits to three University of California campuses, St. Mary's College, Mills College, and the Port of Oakland.

During 1979-80, the Educational Guidance Center Consortium, with funding through Cal-SOAP and a federal Talent Search grant, provided

| Goals | Activities |
|---|---|
| 1. To raise achievement levels of low-income high school students | Counselors identify low-income high school students for Saturday program<br><br>Saturday program established to provide assertiveness training, decision-making workshops, college entrance exam preparation, and tutoring in math, English and foreign languages<br><br>Low-income high school students participate in Saturday program |
| 2. To provide information about postsecondary opportunities to low-income high school students | EGC staff advise Saturday school participants on college admission and financial aid<br><br>Low-income Community College students advise low-income students at local parochial high schools on college admissions and financial aid<br><br>Campus tours are provided to high school participants<br><br>High school participants receive presentations by minority professionals on their educational and employment opportunities<br><br>High school participants are provided tours of business and industry |
| 3. To assist low-income Community College students in transferring to four-year colleges | Low-income Community College students provide peer counseling at respective campuses on transfer opportunities to four-year colleges<br><br>Workshops are provided to Community College students on support services, study skills, and transfer issues<br><br>Campus tours are provided to Community College participants |
| 4. To utilize college students of similar income backgrounds to provide peer advisement and tutoring for low-income high school students | Low-income Community College students (Merritt, Laney, Alameda, and Contra Costa) are hired, trained, and assigned to advise students at local parochial high schools<br><br>Low-income Community College students (Merritt, Laney, Alameda, and Contra Costa) are hired, trained, and assigned to advise low-income Community College students at their respective campuses<br><br>Low-income four-year college students are hired, trained, and assigned to tutor and advise students attending Saturday program |
| 5. To increase cooperation between and among secondary and postsecondary education communities, and thereby, avoid unnecessary duplication in outreach efforts | Consortium participants meet periodically to discuss development of Cal-SOAP project<br><br>Consortium participants exchange information on college admissions requirements, process<br><br>Consortium participants coordinate outreach visitations and campus tours to participating high schools |

services to a total of 3,048 clients. (The ethnic and sex composition of the program participants are summarized on Table 4.) The Cal-SOAP project apparently achieved the goals it established for itself in providing services to high school students. (The projected and actual activities for 1979-80 are summarized on Table 5.) The project has not, thus far, provided services for the number of Community College students originally envisioned, nor expanded the range of coordinated intersegmental or interinstitutional activities. Although all components of the project were implemented as proposed, the data are not yet available to assess the impact of the services provided by the project.

TABLE 4

EDUCATIONAL GUIDANCE CENTER CONSORTIUM

PROGRAM PARTICIPANTS IN THE COLLEGE ADVISING COMPONENT
(ETHNICITY AND SEX -- 1979-80)

| | | | |
|---|---|---|---|
| Total Served: | 3,048 | Total Employed: | 15 |
| Sex | | Sex | |
| Male | 1,320 | Male | 7 |
| Female | 1,728 | Female | 8 |
| Ethnicity | | Ethnicity | |
| Asian | 30 | Asian | 3 |
| Black | 1,515 | Black | 4 |
| Hispanic | 457 | Hispanic | 7 |
| Native American | 30 | Native American | 0 |
| White | 650 | White | 1 |

TABLE 5

EDUCATIONAL GUIDANCE CENTER CAL-SOAP CONSORTIUM ACTIVITIES
1979-1980

PROJECTED AND ACTUAL

| Activity | Projected | Actual |
|---|---|---|
| Establish a Saturday program to provide assertiveness training, decision-making workshops, college entrance exam preparation, and tutoring in math, English, and foreign languages | Serve 75 low-income high school students | Served 80 low-income students |
| Campus tours provided to high school participants | Visits to 8 Bay Area campuses | Visited 5 campuses |
| Advise low-income students at local parochial high schools on college admissions and financial aid | Serve 150 low-income students at 4 schools | Served 87 students at 4 schools |
| Workshops to provide low-income Community College students information on support services, study skills, and transfer issues | 3 workshops to serve 100 students | One workshop held serving 3 Community College students |
| Low-income Community College students hired, trained, and assigned to advise high school students | 4 Community College students hired | 2 Community College students and 1 University student hired |
| Low-income Community College students hired, trained, and assigned to advise low-income Community College students at their respective campuses | 4 students hired to advise 100 Community College students | 2 students hired to advise 55 students |
| Low-income four-year college students hired to tutor Saturday school participants | 13 college students hired | 16 college students hired |
| Consortium participants meet periodically to discuss development of the Cal-SOAP project, exchange information, and coordinate outreach visitations and campus tours | | One meeting held during 1979-80; no coordination of outreach visitations and campus tours |

SAN DIEGO COUNTY CAL-SOAP CONSORTIUM

The San Diego Consortium was established in response to the availability of funding through the Cal-SOAP program. This 12-member Consortium includes the San Diego Unified School District, the San Diego Community College District, and the University of California Systemwide, as well as nine colleges in the San Diego area. This Consortium, more than the other four Cal-SOAP projects, includes active participation by a unified school district. The project is administered by an executive board composed of a representative from each of the participating institutions in the Consortium. The board meets on a monthly basis and establishes policy for the administrative staff of the project. The project offices are located in the San Diego Unified School District's Guidance Center.

The three general objectives of the San Diego Cal-SOAP project during the initial year of operation were:

1. To establish and operate a consortium composed of secondary and postsecondary institutions which share resources, information, and personnel in achieving the goal of increasing the number and options of low-income and affirmative action students who pursue postsecondary education;

2. To develop a cost-effective system that coordinates and disseminates information to target students concerning postsecondary opportunities; and

3. To increase the preparedness of target students to enter, progress, and succeed in postsecondary institutions.

The more specific goals and project activities, as proposed by the Consortium in September 1979, are shown on the following page.

The staff for the San Diego Cal-SOAP project includes a director, an administrative assistant, a high school coordinator, a Community College coordinator, and seventeen counselor aides. With the exception of the counselor aides, all staff held full-time positions during the first year of the project. The counselor aides were college students selected on the basis of four criteria: attendance at a Consortium member institution, experience in counseling low-income and/or minority students, dependability, and financial need. Staff training for the counselor aides occurred prior to their placement in the high schools and at various intervals throughout the year. The role of these counselor aides was extremely important, given the primary emphasis this Cal-SOAP project places upon

| Project Goals | Activities |
|---|---|
| 1. To increase postsecondary opportunity and access for low-income high school students through an increase in appropriate academic knowledge and skills | Develop a peer and cross-age tutoring and counseling for high school students<br><br>Develop an in-service training programs for teachers, counselors, and administrators to assist them in preparing their students for postsecondary education<br><br>Develop a compendium of introductory courses the member institutions see as central for success at their institutions (for use by high school students to inform them of what will be required of them at the different campuses)<br><br>Develop a seminar series with lectures offered to students in the target population with the seminar reflecting the content and disciplinary areas that are most appropriate to the presenting institution.<br><br>Provide a Professional Contacts Program, offering students contact with retired and working professional persons |
| 2. Develop a cost-efficient system that coordinates and disseminates existing information to the target population students concerning postsecondary opportunities and requirements | Develop a comprehensive student information system (CSIS) that will make available to the postsecondary schools complete academic records for all seniors and early admit juniors attending San Diego County schools. All students will be given a consultation visit in which they will be advised as to their eligibility for the member institution campuses.<br><br>Establish a college information hot-line for students, parents, and other interested persons to call for pre-recorded information on college admission, eligibility requirements, etc.<br><br>Develop a cooperative student referral system between member institutions<br><br>Place all available information on San Diego County Community Colleges and four-year colleges and universities in the guidance information system<br><br>Establish videotape and other media information systems |
| 3. To utilize qualified peer tutors to work with classmates and high school students in specific disciplines | Individualized peer-tutor programs in reading, writing, mathematics, study skills, and personal time management at all member institutions |
| 4. To utilize qualified peer counselors | Successful role models from the target population will be hired to spend time at the campus discussing the nature of their success within the institution and the problems they encountered<br><br>Peer counselors from the colleges will go to high schools to offer information on the required behaviors to succeed in postsecondary education |

counseling services as the core of all efforts to inform, motivate, and prepare students for postsecondary education.

The target high school population for this project during 1979-80 was juniors and seniors attending high school in San Diego County who participated in the free lunch program at high school (as an indicator of low income status) and/or who came from a minority racial-ethnic background. The total target high school population for the project in 1979-80 included 5,577 juniors and seniors, although the primary target population consisted of 2,541 seniors. (See Table 6 for the ethnic composition of this target group. The sex composition was 37 percent male, 63 percent female.) The Community College target population consisted of those students who were participating in the EOPS programs and any other student with demonstrated financial need. The total target Community College population in 1979-80 included 1,243 students. (See Table 7 for the ethnic composition of this target group.)

Counseling was the primary service provided to students participating in the program. The counselor aides, working in the fourteen comprehensive high schools, supported and assisted the regular counseling staff by providing one-to-one counseling for target seniors, by helping them complete college applications and financial aid forms, by discussing the nature of the college experience with the students, by locating information for the students on colleges of interest, and by motivating students to consider postsecondary educational opportunities.

Counseling activities emphasized the availability of, and information about, financial aid. Letters were sent to students and parents in early January encouraging them to make appointments with their counselor or Cal-SOAP counselor aide in order to learn about financial aid opportunities and their relationship to postsecondary education. Financial aid presentations were held at each high school for students and parents with information disseminated by representatives from the Consortium institutions.

TABLE 6

ETHNIC-RACIAL DISTRIBUTION OF THE HIGH SCHOOL TARGET POPULATION OF THE CAL-SOAP PROJECT, 1979-1980 (11 AND 12 GRADE)

| Ethnic-Racial Background | Number of Students | Percentage |
|---|---|---|
| American Indian | 32 | 0.6% |
| Asian/Pacific Islander | 530 | 9.5 |
| Black | 2,319 | 41.6 |
| Filipino | 230 | 4.1 |
| Hispanic | 1,933 | 34.7 |
| Indochinese | 248 | 4.3 |
| White | 285 | 5.1 |
| TOTAL | 5,577 | 100.0% |

TABLE 7

ETHNIC-RACIAL DISTRIBUTION OF THE COMMUNITY COLLEGE TARGET POPULATION OF THE CAL-SOAP PROJECT, 1979-80

| Ethnic-Racial Background | Number of Students | Percentage |
|---|---|---|
| American Indian | 4 | 0.3% |
| Asian/Pacific Islander | 121 | 9.0 |
| Black | 247 | 18.4 |
| Hispanic | 554 | 41.3 |
| White | 365 | 27.2 |
| Other | 52 | 3.9 |
| TOTAL | 1,343 | 100.0% |

A major cooperative effort between the district and colleges was a University/College Night held at Crawford High School in March 1980. In addition to assisting in the coordination of this activity, the Cal-SOAP project, through letters mailed to the students and their parents, invited all target students to attend this event. There were approximately 1,200 students in attendance, over half of whom were project students. The project also assisted three institutions

plan and implement visits to their campuses. San Diego Mesa College, San Diego State University, and the University of California, San Diego held special events in which Cal-SOAP students toured the campus and received information about the respective institution. Publicity and logistical arrangements were coordinated through the Cal-SOAP office.

In the Spring, ten high schools requested that the project assist their counseling staffs by disseminating information to eleventh grade target students. The site counselors, project staff, and counselor aides developed site-specific plans which included small group presentations regarding admissions and financial aid information, testing requirements for college entry, assistance in registering for the ACT and SAT tests, and one-to-one counseling on relevant college entry requirements. These activities were designed to encourage eleventh graders to begin planning for their senior year and the difficult choices to be made in that year.

The major activity with regard to Community College students centered on visits to the campuses from the four-year institutions in the Consortium. For seven weeks, beginning in mid-February, outreach staff representatives from San Diego State University, United States International University, and the University of California, San Diego spent four hours per week at each Community College. Hosted by the EOPS office at the college, these representatives provided one-to-one counseling for EOPS students on matters related to transferring to a four-year institution, admissions requirements, course requirements, and financial aid eligibility. The representatives from the four-year institutions were knowledgeable about the complex process of transferring from one institution to another. They were accompanied, in some instances, by students who served as role-models for the Community College students as he/she decided upon the transferring process.

Other important components of the San Diego Cal-SOAP project, in addition to counseling, are (1) the comprehensive student information system, (2) the guidance information system, and (3) the college information hot-lines. The comprehensive student information system refers to the information on students maintained at the project office for access by representatives of postsecondary educational institutions for recruitment purposes. With the academic transcripts and the results from a career planning inventory available for inspection outside the school, upon a waiver of confidentiality obtained from the students' parents, the system facilitates the identification of students with specific academic background and interests while eliminating unnecessary classroom disruption of students. In addition, it provides the opportunity for students with specific interests to receive information targeted to their career choices. Finally, this information, located centrally,

provides the institutional representative with the capability of concentrating efforts on target students who are most suited to the institution. The comprehensive student information system was used by every Consortium institution to identify and contact students who possessed particular characteristics or career interests of concern to the institution. (Table 8 summarizes the requests received from institutions for information from this system.) Consortium members report that the system appeared to have reduced classroom disruption, provided a more efficient recruitment focus, and consolidated the efforts of students, counselors, and recruiters.

TABLE 8

UTILIZATION OF THE COMPREHENSIVE STUDENT INFORMATION SYSTEM

| Requesting Institution | Nature of Request |
|---|---|
| San Diego City College | Students interested in specific vocational fields. |
| San Diego Mesa College | Students interested in specific vocational fields. |
| San Diego Miramar College | Students residing within the Mira Mesa service area indicating a desire to attend two-year postsecondary institutions; Students interested in specific vocational fields. |
| Southwestern College | Students interested in specific vocational programs. |
| United States International University | Students interested in acting and psychology. |
| University of California, Berkeley | University of California-eligible students |
| University of California, San Diego | University of California-eligible students |
| University of California, Irvine | Native-American students |
| University of California, Santa Barbara | University of California-eligible students |
| University of California, San Francisco | Students interested in careers in the medical field. |

The Guidance Information System (GIS) is an interactive computer operation which provides information on careers and educational opportunities to students within the district. With a terminal in each high school, GIS is a tool which can be used to help students focus on the relationship between education and career choices, which is crucial in making realistic and informed decisions. In the Spring of 1980, an in-service workshop was conducted for the Cal-SOAP counselor aides by district personnel which gave the aides instructions on the manner in which the system could be used in their work with those target students who were undecided about a career.

A college information hot-line was established to answer basic admissions and financial aid questions and to provide information on

people to contact at the participating postsecondary institutions. The information hot-line operates toll-free in San Diego County and contains thirteen tapes in English and Spanish. The set of tapes includes information on federal and State financial assistance programs as well as a tape for each of the institutions in the Consortium.

The impact of the San Diego Cal-SOAP project during 1979-80 is indicated by data in two areas: financial awards and college applications/acceptances. A major emphasis of the project was the provision of assistance to students in learning about financial aid opportunities and completing the paperwork necessary to receive awards. Table 9 presents a comparison between 1979 and 1980 in the number of Cal Grant awards, by category, for seniors in the 14 high schools in San Diego in which the Cal-SOAP project was active.

TABLE 9

GRANT AWARDS BY TYPE FOR 1979 AND 1980 IN THE SAN DIEGO UNIFIED SCHOOL DISTRICT

| Cal Grant Category | Number* | | Percentage Difference |
|---|---|---|---|
| | 1979 | 1980 | |
| CAL GRANT A | 301 | 381 | + 26.6% |
| CAL GRANT B | 185 | 249 | + 34.6 |
| CAL GRANT C | 39 | 14 | - 64.1 |
| Total | 525 | 644 | + 22.7% |

*Figures obtained from the California Student Aid Commission

The number of first-time Cal Grant winners increased from 1979 to 1980 by nearly 23 percent in the San Diego Unified School District (as of June 1980). Most importantly, there was nearly a 35 percent increase in Cal Grant B awards which are designated for low-income and/or ethnic minority students. This information provides evidence that the project has been effective in reaching greater numbers of students who are eligible for financial assistance.

A random sample of ten percent of the project's target seniors, completed in July 1980, demonstrated that an unusually high proportion of these seniors submitted admission applications to public postsecondary institutions in California (over 72 percent) and that a substantial proportion of those submitting applications were accepted and planned to enroll in a public four- or two-year institution. Table 10 indicates substantial differences in the acceptance and enrollment patterns between the 1978 San Diego County high school seniors and the random sample of the 1980 target seniors. These data should be used carefully since the County figures reflect actual enrollment in the various segments of postsecondary education for 1978, while the information on the projects's target students is in response to a question about the enrollment plans in the Fall of 1980, for a random sample of ten percent of the students. Nevertheless, these data suggest that the Cal-SOAP project is having an impact in improving the postsecondary participation rate for low-income and ethnic minority students in the City of San Diego.

TABLE 10

COLLEGE ACCEPTANCES BY SEGMENT FOR SAN DIEGO COUNTY AND CAL-SOAP TARGET SENIORS

| Institutional Segment | 1978 San Diego County Enrollments (N=21,323)[a] | | 1980 Cal-SOAP Seniors Planning to Enroll (N=224) | |
|---|---|---|---|---|
| University of California | 1,301 | (6.1%) | 34 | (15.2%) |
| California State Universities and Colleges | 1,407 | (6.6%) | 33 | (14.7%) |
| California Community Colleges | 9,062 | (42.5%) | 95 | (42.4%) |
| Independent Colleges | 768 | (3.6%) | 23 | (10.3%) |
| Total Public | 11,770 | (55.2%) | 162 | (72.3%) |
| Grand Total | 12,538 | (58.5%) | 185 | (82.5%) |

[a]Figures obtained from the California Postsecondary Education Commission's report, "College-Going Rates in California: Fall 1978 Update."

During academic year 1979-80, the San Diego Cal-SOAP project was successful in achieving most of the goals it established for itself. While not all of the components of the program were implemented as proposed, the project did achieve important successes in those

components which were developed. (The projected and actual activities for 1979-80 are summarized on Table 11.) Of particular importance was the success in establishing and operating a consortium which shares resources and personnel for the purpose of expanding educational opportunities for low-income and ethnic minority students. Each of the member institutions made financial contributions ranging from under $1,000 to over $20,000, while two Consortium members assigned full-time professional staff members to the project. The Consortium had the responsibility of coordinating recruitment visits to local high schools and Community Colleges in the area. Most importantly, the students received counseling assistance and information on all postsecondary options from a counselor aide who was trained by representatives from the Consortium institutions, and who has the responsibility of recruiting for postsecondary education in general rather than a single institution.

TABLE 11

SAN DIEGO CAL-SOAP ACTIVITIES
PROJECTED AND ACTUAL

| Activity | Projected | Actual |
|---|---|---|
| Develop a comprehensive student information system for all seniors and early admit juniors attending San Diego County schools | Complete during 1979-80 | Completed on schedule |
| Establish a college information hotline for students, parents and other interested persons to call for prerecorded information on college admission, eligibility requirements, etc. | Complete during 1979-80 | Completed on schedule |
| Place all available information about San Diego County Community Colleges and four-year colleges and universities in the Guidance Information System | Complete during 1979-80 | Completed on schedule |
| Establish a professional contacts program, offering students contact with retired and working professional persons | Complete during 1979-80 | Program not developed |
| Peer and cross-age counseling for target high school seniors | Complete during 1979-80 | Completed on schedule |
| Peer and cross-age tutoring for target high school students | Complete during 1979-80 | Program not developed |
| Develop a compendium of introductory courses the member institutions see as central for success at their institutions (for use by high school students to inform them of what will be required of them at the different campuses) | Complete during 1979-80 | Compendium not developed |
| Establish and operate a consortium composed of secondary and postsecondary institutions which shares resources, information, and personnel in achieving the goal of increasing the number and options of low-income and ethnic minority students who pursue postsecondary education | Complete during 1979-80 | Completed on schedule |

SOLANO UNIVERSITY AND COMMUNITY COLLEGE EDUCATION SUPPORT SERVICES (SUCCESS)

The SUCCESS Consortium, established in 1979, includes representatives from the University of California at Davis, Sonoma State University, Solano Community College, Centro Tequitl, Inc. in Dixon, and five unified school district offices in Solano and Yolo Counties. The administrative headquarters for the Consortium are in the offices of the Vacaville Unified School District. This Consortium serves low-income high school students whose achievement is below their potential, diagnoses their educational needs, and provides tutoring in basic skills and academic course work. The primary goals and project activities, as proposed by the Consortium in September 1979, are shown on the following page.

The staff for the SUCCESS Consortium includes a project coordinator, a contact person at each participating educational institution, and secretarial support. During academic year 1979-80, the project coordinator worked on a half-time schedule.

The services offered to low-income high school students included: (1) four hours of tutorial services per week, (2) field trips to local colleges and universities, and (3) a three-day summer residential program at the University of California, Davis. The 122 participants were selected from those applicants who met the income eligibility requirements (a 1978 income of less than $12,500 for a family of one to four children, $13,000 with five children, and $13,500 with six children). Tutorial centers were established in the high school of the participating school districts and in the offices of the participating community agency in Dixon. Each center operated two days a week, two hours per day for fifteen weeks each semester. (See Table 12 for the ethnic and sex composition of the students served.)

Low-income Community College students were trained and then employed as tutors for high school students. The Community College students also participated in the field trips to four-year colleges and worked as residential aides in the dormitories during the Summer residential program. In addition, six upper-division students from Sonoma State University and the University of California at Davis were hired and trained to supervise the tutors throughout the fifteen weeks each semester when the tutorial centers were in operation. (See Table 12 for the ethnic and sex composition of the college students working as tutors and/or supervisors.)

| Goals | Activities |
|---|---|
| 1. To raise achievement levels of low-income high school students | Counselors identify low-income high school students whose basic skills achievement is below grade level<br><br>Counselors assess basic skills through local testing program to diagnose students' educational needs<br><br>Establish eight tutoring centers--each to accommodate high school students, tutors, and peer supervisors<br><br>College students tutor high school students in basic skills as diagnosed |
| 2. To provide information about postsecondary opportunities to low-income high school students | College students advise identified high school students about postsecondary education options<br><br>College students arrange and host campus tours for high school students<br><br>College students and Consortium participants arrange and host postsecondary opportunities awareness programs for students and their families<br><br>College students teach students admissions/financial aid application skills and test-taking techniques |
| 3. To assist low-income Community College students in transferring to four-year colleges | Low-income Community College students are advised about transfer opportunities |
| 4. To utilize college students of similar income backgrounds to provide peer advisement and tutoring for low-income students | Low-income Community College students are hired and trained to tutor and advise low-come high school students<br><br>Low-income upper-division and graduate students are hired and trained to supervise tutor/advisors |
| 5. To increase cooperation between secondary and postsecondary education communities, and thereby, avoid unnecessary duplication in outreach efforts | Consortium participants meet periodically to discuss the development of the SUCCESS project<br><br>Consortium participants exchange information on college admission procedures, requirements, etc.<br><br>Consortium participants coordinate outreach visitations and campus tours to participating high schools |

TABLE 12

SUCCESS CONSORTIUM
ETHNIC AND SEX COMPOSITION OF STUDENTS SERVED
1979-1980

| | First Semester | | Second Semester | |
|---|---|---|---|---|
| | High School Learners | College/ University Participants | High School Learners | College/ University Participants |
| American Indian | 1 | 0 | 0 | 0 |
| Asian | 6 | 0 | 6 | 0 |
| Black | 16 | 0 | 20 | 7 |
| Chicano | 29 | 6 | 42 | 7 |
| White | 11 | 13 | 15 | 10 |
| Other | 6 | 1 | 0 | 0 |
| Totals | 69 | 20 | 84 | 24 |

Unduplicated count for 1979-80:
122 high school learners
31 college/university participants
153 total number served

High school students served:
58 percent female
42 percent male

College/university participants:
52 percent female
48 percent male

A three-day Summer residential program was held at the University of California at Davis campus for twelve high school students, with nine college students participating as residential advisors. All of the participants in the Summer program were active during the school year with the SUCCESS centers. The three-day program included a variety of activities designed to increase the awareness and motivation of the participants for postsecondary education. In addition, each of the college participants received a two hundred dollar stipend for his/her participation. The ethnic composition of the participants is summarized in Table 13.

TABLE 13

SUCCESS CONSORTIUM
ETHNIC COMPOSITION OF PARTICIPANTS
IN SUMMER RESIDENTIAL PROGRAM

| | American Indian | Asian | Black | Chicano | White | Other |
|---|---|---|---|---|---|---|
| High School (12) | 0 | 3 | 1 | 3 | 4 | 1 |
| College (Residential Advisors) (9) | 0 | 0 | 1 | 3 | 4 | 1 |

During academic year 1979-80, the SUCCESS project implemented all of its proposed activities but did not serve as many high school and Community College students as initially anticipated. The project acquired its first full-time director in September 1980 and, as a result, achievement of program goals may be expected to accelerate during the 1980-81 academic year. (The projected and actual activities for 1979-1980 are summarized in Table 14.)

TABLE 14

SUCCESS CAL-SOAP ACTIVITIES
PROJECTED AND ACTUAL

| Activity | Projected | Actual |
|---|---|---|
| Establish tutoring centers in high schools in Solano and Yolo Counties | 8 centers | 7 centers |
| Identify and serve low-income high school students whose basic skills achievements are low | 160 students | 122 students |
| Identify and train low-income Community College students to work as tutors for the high school students | 40 Community College students | 25 Community College students |
| Identify and advise low-income Community College students about transfer opportunities | 40 Community College students | 25 Community College students |
| Identify and train low-income upper-division and graduate students to supervise the tutors | 16 college students | 6 college students |
| A summer residential program to provide motivational and awareness opportunities | 42 high school students<br>8 college students (as residential advisors) | 12 high school students<br>9 college students (as residential advisors) |

THE SOUTH COAST EOP/S CONSORTIUM

Prior to the establishment of the Cal-SOAP program, the South Coast EOP/S Consortium was a formal intersegmental effort involving representatives of 17 colleges and universities in Los Angeles and Orange Counties working together to expand educational opportunities for low-income, minority students. The Consortium has a set of by-laws that establishes the name, purpose, objectives, membership, leadership, and rules of governance of the organization. Selection as a Cal-SOAP project gave the existing Consortium an opportunity to

develop new activities designed to establish (1) an academic tutorial program in which low-income Community College students tutor high school students in college preparatory work, (2) an "on-campus" experience which included campus visitations and a one-week residential program, and (3) a comprehensive information guide on all postsecondary opportunities available in the area. The primary goals and project activities, as proposed by the Consortium in September 1979, are shown on the following page.

The administrative responsibility for the South Coast Cal-SOAP project rests with an eleven-member policy council appointed by the Consortium. The membership of the policy council includes four high school representatives, six college representatives, and the project director. The staff for the project includes a full-time project director, appointed by the Consortium, and a half-time secretary. Their activities are supplemented by peer tutors, peer counselors, and secretarial aides at each of the high schools.

The tutorial component of the South Coast Cal-SOAP project served students at four high schools--Pioneer High School, Artesia High School, Estancia High School, and Costa Mesa High School. The criteria used to select students for the program were: (1) low-income status (a general index of $13,000 for a family of four was adopted as an indicator of low-income status), (2) underrepresented ethnic minority (the program focused on Chicano students because of their underrepresentation in this region), and (3) evidence of potential for postsecondary achievement. During the initial year of the project, 121 students received tutoring assistance. Data concerning the ethnicity, sex, and grade-level composition of these students are presented in Table 15. The tutoring program began at the four high schools in February, and continued until June. Most of the tutoring sessions occurred during the school day between the hours of 8:00 a.m. and 4:00 p.m. The tutoring was provided by twenty-two college students selected from participating Consortium institutions.

| Goals | Activities |
|---|---|
| 1. To raise achievement levels of low-income high school students | Implement a "Key to College" program wherein low-income Community College tutors are assigned to tutor low-income high school students in English, math, and other academic subjects |
| 2. To provide information about post-secondary opportunities to low-income high school students | Compile, publish, and desseminate a comprehensive guide to the admissions requirements, special services available, and contact personnel at Southern California colleges and universities<br><br>Conduct one-week summer residential program at UCI to train high school students to counsel their peers on university life |
| 3. To assist low-income Community College students in transferring to four-year colleges | Conduct a one-week summer residential program at UCI for Community College participants wherein they are exposed to university life and instruction in college admissions and support services |
| 4. To utilize college students of similar income backgrounds to provide peer advisement and tutoring for low-income high school students | Low-income Community College tutors hired, trained, and assigned to tutor high school students in academic subjects |
| 5. To increase cooperation between and among secondary and postsecondary education communities, and thereby, reduce unnecessary duplication in outreach efforts | Consortium participants meet periodically to discuss the development of the Cal-SOAP project<br><br>Consortium participants exchange information on college admission procedures, requirements, etc.<br><br>Consortium participants coordinate visitations and campus tours to participating high schools |

TABLE 15

SOUTH COAST CAL-SOAP PROJECT:
ETHNICITY, GENDER, AND GRADE LEVEL
OF HIGH SCHOOL STUDENTS RECEIVING TUTORIAL ASSISTANCE

| | Freshman | | Sophomore | | Junior | | Senior | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | |
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 2 | 1 | 4 | 2 | 0 | 2 | 5 | 1 | 17 |
| Chicano/ Latino | 12 | 2 | 8 | 7 | 13 | 12 | 12 | 15 | 81 |
| White | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 4 |
| Asian | | 1 | 1 | 3 | 5 | 1 | 6 | 2 | 19 |
| Total | 14 | 4 | 13 | 12 | 19 | 15 | 25 | 19 | 121 |

It is difficult to assess the impact of the tutorial component after one semester of operation. However, the majority of the students who received tutorial support enjoyed an increase in their grade point average during the Spring semester, compared with their work during the Fall semester. These data are summarized in Table 16.

TABLE 16

HIGH SCHOOL GRADE POINT AVERAGE
FOR STUDENTS RECEIVING TUTORIAL SUPPORT
1979-1980 ACADEMIC YEAR

| High School | Grade | Number of Students | First Semester | Second Semester | Grade Point Difference |
|---|---|---|---|---|---|
| A | 9 | | | | |
| | 10 | 10 | 2.90 | 2.90 | no change |
| | 11 | 10 | 2.56 | 2.72 | +.16 |
| | 12 | 25 | 2.90 | 2.70 | -.20 |
| B | 9 | | | | |
| | 10 | 20 | 2.57 | 2.64 | +.07 |
| | 11 | 25 | 2.53 | 2.72 | +.19 |
| | 12 | | | | |
| C | 9 | 10 | 2.50 | 2.40 | -.10 |
| | 10 | 10 | 2.63 | 3.23 | +.60 |
| | 11 | 10 | 3.08 | 3.25 | +.17 |
| | 12 | 15 | 2.45 | 3.10 | +.65 |
| D | 9 | 8 | 1.33 | 2.00 | +.67 |
| | 10 | 9 | 2.94 | 3.72 | +.78 |
| | 11 | 7 | 2.00 | 2.50 | +.50 |
| | 12 | 21 | 2.33 | 3.33 | +1.00 |

The information dissemination component of the South Coast Cal-SOAP project involved several activities, including workshops on study skills and financial aid and a College Information Day Youth Conference, involving approximately 400 students, with eighteen representatives from Southern California colleges participating. In addition, the project director developed a College Information Booklet, providing a comprehensive guide to Southern California colleges. The booklet was published by the University of California, Irvine in October 1980.

The "on-campus" experience component of the project included tours of seven college campuses in Southern California. In addition, a residential program was provided for thirty Cal-SOAP students at California State University, Long Beach, and for twenty-five Cal-SOAP students at the University of California, Irvine. The activities at both residential programs involved academic advisement, learning skills development, campus orientation, career exploration, and writing skills development.

During academic year 1979-80, the South Coast Cal-SOAP project implemented almost all of the activities as planned. The project did not, however, serve as many high school and Community College students as initially anticipated. The project was adequately staffed and managed, and made progress in achieving the program goals. (The projected and actual activities for 1979-80 are summarized on Table 17.)

TABLE 17

SOUTH COAST CAL-SOAP ACTIVITIES,
PROJECTED AND ACTUAL

| Activity | Projected | Actual |
|---|---|---|
| Implementation of tutorial program to serve low-income high school students | 160 students | approx. 160 students |
| Implementation of tutorial program using Community College students as tutors | 32 Community College tutors | 10 Community College tutors<br><br>12 students from four-year institutions, as tutors |
| Summer residential program for high school participants | 160 students | 55 students |
| Summer residential program for Community College participants | 32 students | Not held |
| Compile, publish, and disseminate a comprehensive college information guide | publish during academic year 1979-80 | published October 1980 |

FINDINGS AND CONCLUSIONS

The California Student Opportunity and Access Program was established by the Legislature to provide funding for pilot projects designed to experiment with alternative strategies for increasing the accessibility to postsecondary educational opportunities for low-income high school and Community College students. The enabling legislation stated that the Cal-SOAP projects shall seek to achieve

this objective by increasing available information for low-income students on the existence of postsecondary schooling and work opportunities and/or by raising the achievement levels of low-income students so as to increase the number eligible to pursue postsecondary opportunities at four-year institutions. The enabling legislation further stated that each project shall be operated interinstitutionally, involving at least one Community College and two other educational agencies. After the first year of operation by the five pilot projects selected by the Student Aid Commission, the following generalizations can be made:

1. The basic components of the Cal-SOAP program have been implemented by each of the five projects, and the services originally proposed are being provided to the designated clients. While the projects were delayed in starting because of the delay in transferring funds from the Student Aid Commission to the local project office, each project was in operation by October 1979.

2. The five projects should be viewed as alternative, pilot approaches in the effort to increase the participation of low-income students in postsecondary education. It is too early, after only one year of operation, to evaluate the impact of each project and determine the relative success of each model. Prior to January 1983, however, the Commission should be able to make evaluative judgments about each model and identify the primary factors causing the success or failure of each.

3. One of the goals of the Cal-SOAP program is to establish or expand interinstitutional efforts in serving low-income students. This goal has been partially achieved as two new, and apparently effective, consortial efforts have been established (the San Diego County Consortium and the SUCCESS Consortium) and one previously established Consortium has been expanded (the South Coast EOP/S Consortium). While the Cal-SOAP project in Santa Clara County (the Central Coast EOP/S Consortium) functioned as an interinstitutional effort, it experienced several management problems during the year. The Educational Guidance Center was effective in implementing most of the components of the project, but it was not an interinstitutional effort as required in the enabling legislation.

4. A second goal of the Cal-SOAP program is to reduce duplication of institutional outreach efforts. The San Diego County project has specifically addressed this goal and has demonstrated success in this area. Recruitment efforts by the postsecondary institutions directed toward high school

seniors in the County are now coordinated through the Cal-SOAP office in the San Diego Unified School District.

5. The primary emphasis of each Cal-SOAP project is the provision of services to high school students. While some of the projects have utilized Community College students as tutors in the high school, none of the projects has systematically addressed the issue of assisting a large number of low-income Community College students, upon completion of their Community College programs, to transfer to four-year institutions. Wherever possible, the projects should seek to expand the services provided to low-income Community College students.

6. Those projects seeking to raise the achievement levels of low-income students through the use of peer tutors experienced problems in identifying and training a sufficient number of tutors as needed in the project. This problem may initially have been the result of the late starting date caused by the delay in distributing the funds to the projects.

7. The more successful projects share some important program components which seem related to project success:

   a. Full-time, consistent program management throughout the year. The more successful projects had a full-time coordinator who worked throughout the 12 months.

   b. Location of the project in a secondary school district office rather than in a postsecondary institution, causing the project to be viewed more as a neutral agent than as a representative of a single college or university.

   c. Strong, visible commitment to the project from secondary school officials. In the San Diego County Consortium, for example, the assistant superintendent explicitly stated his support for the Cal-SOAP project and directed that all postsecondary institutions work through this project as the means of providing college information to high school seniors. In addition, a district employee was assigned to the project (with the district contributing part of her salary) to facilitate the work of the Consortium with the secondary school counselors and other staff. Since this individual had the trust of most high school counselors, having worked with them for several years, the Cal-SOAP project was spared the time normally spent in establishing a positive working relationship with the secondary school staff.

d. Use of peers as tutors and/or advisors. The available data indicated that the role model concept works in these projects.

8. The enabling legislation calls for each project to match funding provided by the Student Aid Commission with equal dollar support from institutional funds. Each project has met this requirement, and it seems to have had the positive effect of promoting institutional commitment to the goals of the project.

9. The Student Aid Commission was allocated a total of $30,000 to administer the Cal-SOAP program.

   a. The Commission implemented the program consistent with its responsibilities under the law. However, the mechanism for dispensation of funding to projects, using the University of California as fiscal agent and involving the Department of General Services, engendered bureaucratic delays in the actual receipt of funds in the first year and this year. The Student Aid Commission should seek an agreement with General Services that will permit the timely provision of resources to the Cal-SOAP projects or explore alternative mechanisms for fiscal administration.

   b. The need to use a temporary consultant as Director of the Cal-SOAP program apparently caused some uncertainty on the part of project directors as to the continuity of project oversight. The Student Aid Commission should assure agency commitment to continuity in the direction of the program.

   c. The Student Aid Commission should use a reporting format consistent both with their needs for ongoing administrative review of the projects throughtout the year and with the Postsecondary Education Commission's needs for final evaluation of the projects.

   d. During the coming year, the staffs of the two Commissions should explore the possibilities of coordination between the Cal-SOAP program and the federal programs specified in the law.

The Cal-SOAP program had a successful year during 1979-80. Each of the projects sought to establish new working relationships among secondary and postsecondary institutions and, as can be expected in all experimental programs, there were some failures. However, these failures were more than matched by several important successes. In

addition, there is reason to expect that each project will improve during the next two years. Prior to January 1, 1983, the Postsecondary Education Commission will complete a summative evaluation of the Cal-SOAP program and identify those program components which have been most successful.

# APPENDIX

APPENDIX A

**Assembly Bill No. 307**

CHAPTER 113

An act relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor April 26, 1978. Filed with Secretary of State April 26, 1978.]

LEGISLATIVE COUNSEL'S DIGEST

AB 307, Fazio. Postsecondary education.

Existing law creates the Student Aid Commission which administers the program of scholarships provided by the state.

This bill would require the commission to establish a 15-member project grant advisory committee of specified composition and to apportion funds for the support of pilot projects, meeting designated criteria, and designed to increase the accessibility of postsecondary educational opportunities to low-income high school students and assist low-income community college students, upon completing community college, to transfer to four-year institutions.

It would also appropriate $307,300 for the purposes of this act, as specified.

Appropriation: yes.

*The people of the State of California do enact as follows:*

SECTION 1. The Legislature finds and declares that:

(a) Few disadvantaged community college students transfer to four-year colleges. A disproportionately low number of low-income high school graduates are eligible to enter the University of California and the State University and Colleges.

(b) Lack of information about postsecondary opportunities and low achievement levels are primary barriers to college for low-income students.

(c) While educational opportunity programs provide financial aid and support services for low-income students who enter college, additional experimental efforts must be mounted to provide information about postsecondary education for, and to increase achievement levels of, low-income high school and community college students.

(d) Additional financial aid is needed for low-income college students. Stipends for college students of similar low-income backgrounds to provide informational and tutorial help for low-income high school students is a cost-effective method of increasing access and of providing student financial aid.

(e) Additional efforts to increase college access for low-income students should take the form of interinstitutional programs

organized regionally to reduce duplication of institutional efforts and student confusion.

SEC. 2. The Student Aid Commission shall apportion funds for the support of planning grants and pilot projects designed to increase the accessibility of postsecondary educational opportunities to low-income high school students and assist low-income community college students, upon completion of their community college programs, to transfer to four-year institutions. Such projects shall primarily (1) increase available information for low-income students on the existence of postsecondary schooling and work opportunities, and (2) raise the achievement levels of low-income students so as to increase the number of low-income high school graduates and community college students eligible to pursue postsecondary learning opportunities. Projects supported by the commission shall also meet the following criteria:

(a) Each project shall be proposed and operated interinstitutionally, involving at least one community college and two of the following educational agencies: school districts, regional occupational centers and programs, nonprofit educational, counseling, or community agencies, eligible proprietary schools, the University of California, independent colleges and universities, or the State University and Colleges. The commission, in awarding project grants, shall give priority to proposals developed by more than two eligible agencies. At least one pilot project shall be located in a rural area. At least one pilot project shall include a private college.

(b) Prior to receiving a pilot project grant, each consortium shall conduct a planning process and submit a comprehensive project proposal to include, but not limited to, the following information: (1) the agencies participating in the pilot project, (2) the students to be served by the project, (3) the ways in which the project will reduce duplication and related costs, (4) the methods for assessing the project's impact, and (5) the alternative means for long-term support of the project.

(c) At least 30 percent of each project grant shall be allocated for stipends to peer advisers and tutors who (1) work with low-income high school and community college students, (2) are currently enrolled in a college or other postsecondary school as an undergraduate or graduate student, and (3) have demonstrated financial need for the stipend.

(d) The activities of each project should enhance the activities of existing educational opportunity programs.

The Student Aid Commission may develop additional regulations regarding the award of project grants.

As used in this act "eligible proprietary schools" shall include proprietary schools accredited by a national, state, or regional accrediting association recognized by the United States Office of Education.

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